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A STUDY OF PARENTAL PERCEPTION OF THE ROLE  
OF THE JUNIOR HIGH SCHOOL COUNSELLOR

by



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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Study of Parental Perception of the Role of the Junior High School Counsellor," submitted by Anton Jon Sware in partial fulfillment of the requirements for the degree of Master of Education.



## ABSTRACT

This study was an attempt to determine what parents of junior high school students think their child's counsellor should be doing, and to determine whether certain parental factors are significant in determining how parents perceive the counsellor's role. Subjects of the study were 154 parents in the greater Edmonton area.

Two instruments were developed and used in this study. A card sorting device was used to determine parents' opinions about 27 counsellor role-functions. A questionnaire was used to gather information about the parent and parent-counsellor interaction.

Results of the study indicate that of the 27 counsellor role-functions presented, parents clearly endorsed some of the role-functions while they clearly minimized the importance of others. Generally parents indicate that the counsellor should perform functions related to: 'Educational Counselling'; 'Testing and Diagnosis'; 'Personal Counselling'; 'Professionalism' (functions related to ethical and professional conduct); and 'Vocational Counselling.' On the other hand parents placed little significance on functions related to: 'Administrative-Clerical'; or 'Teacher-Role Expectancy' duties.

Several implications arising from the findings are presented along with suggestions for further study in areas related to this thesis.



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## CHAPTER I

### THE PROBLEM

#### Introduction

Differences of opinion appear to exist between groups of persons interested in secondary schools as to the duties of the counsellor as a professional person. Casual observation and more precise investigations suggest that tasks for which modern school counsellors are trained are not necessarily the same tasks which they are actually expected by their various publics to perform on the job. (Dunlop, 1965, p. 1024).

Numerous studies have been made of the role expectations held for the counsellor in the school setting. Frederick (1961), Grant (1954), Hitchcock (1953), Knapp and Denny (1961) and Pohlman (1964) have investigated the counsellor's perception of his own role. The role of the counsellor as seen by the administrators has been studied by Grant (1954), McDougall (1963), Purkey (1964) and Schmidt (1962). Student perceptions of the role of the counsellor have been assessed by Caravello (1958), Carlson and Sullenger (1957), Gibson (1955), Kerr (1962), Koile and Bird (1956) and Roemmich and Schmidt (1962).

In addition several studies have been done measuring and comparing the perceptions of various alter groups relative to the counsellor's role. These include studies by DuBoise (1960), Houghton (1956), Kabach (1963), Warman (1960), Weeks, Sanders and Miller (1964) and Winslow (1954).

Numerous investigators have then attempted to assess the counsellor's role as it is perceived by various groups of people who operate within or who are professionally associated with schools. Little



attention has been given, however, to the ways in which members of the lay public, particularly parents, think of school counsellors.

Bergstein and Grant (1961) state, "There is a paucity of information on how parents perceive the school counsellor. Investigations of the school counsellor's role have been primarily within-school studies." (p. 698).

Similarly Dunlop (1965) says, "exhaustive search of the literature for research data relating to parental viewpoints concerning school guidance programs reveals that the area is relatively untapped." (p. 69). He suggests further that probing into parental attitudes about anything can prove to be a hazardous process, and that one reason research efforts in this direction have been hampered may be that the intellectual curiosities of school officials are inhibited by morbid fears of "rocking the boat." (p. 69).

However, Bergstein (1965) contends that the importance of parents in shaping the opinions, attitudes and behavior of their children is seldom disputed. He says counsellor educators, authors of guidance textbooks, and school counsellors themselves have, until recently, been slow to realize that parents' attitudes and behavior have a strong influence on how effective a counsellor can be when working with students.

Berdie (1955) attributed the neglect of the parent by authors of counselling texts as an indication that counsellors may have little understanding of, and little sympathy for, the parents of their counsellees. He contends that in order to meet the needs of the counsellee, certain of the needs of the parents must also be satisfied.



Dunn (1961) warns that no matter how experienced and expert a counsellor may be, he can not motivate a student whose parents are unknown and indifferent to his success.

Because parents are recognized as being influential in shaping and maintaining the child's attitude and behavior and because parents are often sighted as a significant alter group determining the role of the counsellor, it is apparent that understanding parental expectations and perceptions is important to the counsellor if he hopes to understand his counsellee and work effectively with him.

Studies investigating public attitudes in matters pertaining to education generally attempt to assess what the public feels the tasks of the school or of specific personnel should be or to determine what the public attitude is toward the school. Some studies have attempted to link particular attitudes of parents with personal characteristics such as socio-economic status, level of education, type of employment, ethnic origin, sex, and religious affiliation. Downey (1960) and Andrews (1959) attempted to determine the relationship between public attitudes toward the tasks of the schools and variables such as level of education and amount of income.

It would appear that a study investigating parents' expectations and perceptions of the role behavior of the junior high school counsellor would be worthwhile.

Since attitudes which people hold for the tasks of the schools may be related to personal variables such as educational level, income and type of employment, these factors might influence the expectations parents hold for the junior high school counsellor. Gross, Mason and





McEachern (1958) state that if individuals hold various orientations, these orientations could be expressed in variant definitions of a role as well as in different behavior.

Specifically it is the intention of this study to determine what parents think their child's counsellor should be doing, and attempt to determine whether certain parental factors are significant in determining how parents perceive the counsellor's role.

It is hoped that the results of this study will help to determine how parents of junior high school students perceive the role of the counsellor. Also it is hoped to determine whether or not there is any relationship between parental factors and the perception of the counsellor's role. This would help in enabling the practising counsellor to understand what parents expect and as a result, hopefully, to help him function more effectively.

#### Problems of this Study

1. What expectations do parents hold for their child's counsellor?
2. Are there certain parental factors that can be shown to affect what parents perceive as the role of the counsellor?

#### Basic Assumptions

In making this study several basic assumptions were made.

1. That parental expectations of the behavior of the junior high school counsellor can be accurately obtained by





means of a card sort and questionnaire.

2. That the frequency with which certain responses occur is related to the intensity of an expectation which parents hold for the behavior of a junior high school counsellor.

3. That the instruments constructed for this study measure what they purport to measure.

### Delimitations of the Study

The sample used in the study included only those selected parents of junior high school students in twelve Edmonton Public Junior High Schools and one suburban Junior High School, who had been seen by a counsellor at least three times during the term preceding this study.

The functions used in the card sort were restricted to the following areas: counselling of an educational, vocational and personal nature; testing and diagnoses; teaching; clerical duties; functions classed as professional behavior and dealing with things such as the counsellor's ethical conduct and civic responsibilities.

### Limitations of the Study

The findings of this study are based on opinions expressed by parents using instruments modified and constructed by the investigator for this study. Only those parents who indicated a willingness to participate were included and opinions were limited to the areas included in the measuring devices.



### Definition of Terms

Counsellor Role-Functions: expectations of behavior assigned, by significant others, to a counsellor by virtue of his specific position.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### ROLE THEORY

The purpose of this section is to outline the theoretical framework forming the basis for this study. Much research has been done by various authors in the area of role theory and contributions from several have been used.

The educational system, and more specifically the school, can be seen as an institution of routinized patterns of behavior designed to accomplish specific goals within society. The objectives of these institutions are realized through individuals working within certain positions or performing roles within the institution. Roles imply expectations and the role participant is confronted with expectations which are held for him as the occupant of the position. Expectations held for the incumbent of a position are held by reason of the fact that he occupies the position, not because of personal qualifications.

Varying expectations may be held for any role depending on the orientations of the people who hold the expectations. Somewhat different expectations may be held for the counsellor by groups of people who occupy alter positions. The school administrators, teachers, counsellor educators, children and parents are some of these alter groups.

Since this study investigates the expectations held for the behavior of the counsellor by parents, some reference is made of the



fact that numerous authors consider personal characteristics relative to the background of the parent to be important variables. Such things as socio-economic status, level of education, type of employment, previous school and counsellor contacts all may affect the expectations held for the counsellor by different segments of the population of a given community. Understanding these dimensions may be essential for the counsellor if he hopes to work effectively with students in a given school setting.

Despite the many references in counselling literature to the role of the counsellor much confusion exists regarding the definition of role and the use of role theory as a theoretical base for the study of counselling. The inability of theorists to agree on a common terminology or definition system is perhaps the most significant reason that role theory does not appear more prominently in counselling literature. Ivey and Robin (1966) state:

The concept of role and its accompanying formulations such as position, norm and expectations are frequently used in different ways. Many writers in counselling seem to have resolved this problem by referring to the word 'role', implicitly trusting that readers will be in consensus with them as to definition of the term (p. 29).

Newcomb in his 'forward' to a book by Biddle and Thomas (1966) says, "of definitions of role . . . there seems to be no end." He further acknowledges the solution of Biddle and Thomas that the term by itself be used only to denote the generic idea of "the entire person-behavior matrix" and that more specific terms be used for specified segments of the matrix. He suggests that the day has passed when the single term, by itself, dependably conveys to the reader





exactly and only what the user had intended.

It is not the intention of this thesis to deal extensively with role theory, as the area is vast in scope and beyond the purpose of the study. An attempt is made to delimitate the present study within the major context of counsellor role, and define the terminology as used and related to the study.

### Definition of Role

Any agency that is designed to carry out some function which a society feels must be carried out becomes in essence an institution. If the goals and purposes of this institution are known, the functions necessary to achieve these goals become more specific and may be organized into roles.

The use of the term 'role' implies that within a given institution, the objectives are implemented by the functioning of individuals within certain positions. When the positions have become established, the behaviors associated with them are known as roles. Gross, Mason and MacEachern (1958) say, "Roles are sets of norms or expectations of behavior that are assigned by significant others to a specific position." (p. 12).

Similarly, Sarbin in discussing role theory says:

Roles are defined by the person to validate his occupancy of the position. In sum, all societies are organized around positions and the persons who occupy these positions perform specialized actions or roles. These roles are linked with the positions and not with the person who is temporarily occupying the position (p. 224).



Whatever agreement has been attained in the use of the term role centres around the organized actions of a person coordinate with a given position or status.

Linton (1936) says:

A status as distinct from the individual who may occupy it is simply a collection of rights and duties.... A role represents the dynamic aspect of a status. The individual is socially assigned to a status and occupies it with relation to other statuses. When he puts his rights and duties which constitute the status into effect he is performing a role (pp. 113-114).

He further maintains that role and status are quite inseparable and the distinction between them is only of academic interest. There are no roles without statuses or statuses without roles.

Gross, Mason and MacEachern (1958) define a position as a location in a defined social structure. In a school social structure, administrator, teacher, and counsellor are all positions.

### Role Expectations and Role Behavior

Associated with every position or status in an organization, as in the larger society there is a set of socially-defined expectations concerning what is appropriate behavior for a person occupying that position. These expectations constitute a behavioral model for the occupant of the position, providing him with a pattern to which he may adjust his own behavior.

Writing about the teacher in society, Charters (1964) says:

Generally speaking . . . the concept of role stresses the influence of contemporaneous forces arising in the persons immediate social environment to impress his behavior. It designates, in particular, the force



constituted by expectations on a person which are held by significant others in his milieu. The person lives in an environment in which other people expect him to be (and not to be) a certain kind of person and expect him to behave (and not to behave) in certain ways, and these expectations vary systematically from one situation to another in which he and other people are enmeshed (p. 788).

Sarbin (1954) says that a position is described in terms of actions expected of the occupant of the position. Gross, Mason and MacEachern (1958) in a review of role definitions and conceptualizations state that "three basic ideas which appear in most of the conceptualizations . . ., if not in the definitions of role themselves, are that individuals: (1) in social locations, (2) behave (3) with reference to expectations." (p. 17).

Ivey and Robin (1966) in discussing the use of terms such as "sub-roles" and "role taking" assert that what is really meant by such terminology is more accurately labelled as role behavior. Role behavior is defined as "what an individual taking a position actually does. The role behavior of a counsellor would include interview techniques used with a client, social interactions with other counsellors, and approaches used to facilitate working with other staff members." (p. 30).

Biddle and Thomas (1966) in discussing role behavior state:

Action is behavior distinguished on the basis of its having been learned previously, its goal directedness and its apparent voluntariness. The concepts of 'performance' and 'role performance' are the most common terms used for this partitioning of behavior, but 'role enactment,' 'role behavior' and 'behavior pattern' are also employed in this sense (p. 47).





Role behavior is the overt activity or the goal-directed behavior of the person occupying a position.

### Role Definers

Roles are defined in terms of the expectations held for that role. Expectations vary from one segment of society to another, and may be conflicting in nature. Often there is considerable disagreement among group members in their expectations of behavior for persons occupying various positions.

Ivey and Robin (1966) state that some significant alter groups which determine the role of the school counsellor would be administrators, teachers, school boards, students, parents, community pressure groups and the counselling profession.

Dunlop (1965) says that the counsellor's particular training and experience perhaps best qualify him to determine the appropriateness of numerous activities available to him, but the boundaries within which he will be able to perform his services are affected by many forces not under his control.

Particularly influential forces might include those exhibited by school administrators, the teaching faculty, counsellor educators, fellow pupil personnel workers, and the counsellor's student clients and their parents.

Levinson (1959) says the role demands are external to the individual whose role is being examined. They are the situational pressures that confront him as the occupant of a given structural





position. Gross, Mason and MacEachern (1958) maintain that the population of role definers may be a significant factor in the degree of consensus on evaluative standards an investigator finds. The untested assumption being that the members of a society hold the same expectations for incumbents of the same position. Levinson (1959), however, says that role-performance is the resultant of many forces and the relative contributions of various forms of influence to individual or modal performance can be determined only if each set of variables is defined and measured independently of the others.

#### RELATED RESEARCH

The following sections review studies related to three areas. The first is a review of several studies of public attitudes which indicate that attitudes of people with respect to education, are related to some degree to personal attributes. Second a brief review is made of research relating to counsellor expectations held by significant alter groups within the school setting. Finally research directly related to parental expectations of the counsellor's role is reviewed.

##### Studies of Public Attitudes

Research of public attitudes toward problems in education



generally supports the hypothesis that attitudes and expectations vary among different segments of a population. Differences of opinion, held about public education by persons of different educational backgrounds, were found in a study done by the National Opinion Research Centre (1944). The study showed that people with college education placed more emphasis on character education and social adjustment while people with high school education stressed academic subjects and vocational training. The less education an individual had, the more likely he was to stress fundamental subjects as the basis for the curriculum.

Studying the tasks of public education in the Chicago area, Downey (1960) found that people in residential suburbs tend to emphasize the aesthetic and the intellectual, those in the residential centre emphasize home-making and "fix-it-yourself" training, and the rural community attach greater importance to physical and consumer training. He found occupations of the respondents to be a rather strong and consistent predictor of educational viewpoint. Occupation and amount of schooling were the best predictors of educational viewpoint.

Lower-than-average income and manual occupations were found to be consistently associated with criticism of public schools, in a study by Shipton and Belisle (1956).

McPhee (1959) found that the more schooling a respondent had, the more likely it was that he would be more modern in his educational viewpoint. Andrews (1959) in a study of public attitudes toward the task of Alberta schools, found most disagreement when comparing



attitudes of people with different educational levels.

Hines and Grobman (1957) studied attitudes which parents hold towards the school, and found several relationships. They found that the attitudes which people hold toward the schools are closely related to what they know about the schools, and that these attitudes cannot be taken out of the context of a given school. Parents of low economic and educational background showed a lack of positive feeling toward schools. The upper income and educational school-patron-group held high expectations for, and degree of acceptance of, the school.

Winslow (1954) in an evaluation of the services of a high school guidance program found that it was the degree of contact between the counsellor and various alter groups that had the greatest effect in changing perceptions of his role. The counsellor to a very great extent determines the perceptions that others have of his role.

#### Studies of the Role of the Counsellor

In a study involving 1,282 counsellors across the United States, Hitchcock (1953) found that on the whole counsellors do not believe they should engage in activities involving duties of a clerical nature including scoring tests and recording test results, and securing and filing occupational and educational information. The great majority believe they should not perform administrative detail duties such as checking absentees, checking the halls and washrooms and substituting for absent teachers. Almost half of the counsellors involved in assisting failing pupils, helping in course planning and assisting with occupational plans do not feel it is their job. Similarly approximately





one third of those assisting teachers with pupil problems, interpreting test results to teachers, sitting in on case conferences with other counsellors, and counselling with parents of failing pupils, do not feel these tasks to be part of their job.

Results of the study lead Hitchcock to wonder what these counsellors believed their functions were and how they arrived at this point of view. Among other things Hitchcock recommends that counsellor training programs should place greater emphasis on the guidance point of view and the identification of counsellor duties.

Grant (1954) attempted to obtain an indication of the perceptions of teachers, administrators and counsellors relating to the counsellor. There was considerable agreement among all categories of respondents concerning the counsellor's role in regard to problems relating to educational planning and vocational planning. The counsellor saw himself even more actively involved in these areas than did other school personnel and students. In the area of personal-emotional counselling approximately 70 per cent of the teachers and administrators felt that someone other than the counsellor should work with students in this area. Counsellors themselves seemed uncertain of their ability to assist students in the types of problems presented in the personal-emotional category. Half of the counsellors indicated that other sources of assistance could be of more help to the student.

Grant's study generally seemed to indicate that the counsellor's role in secondary schools is rather definitely defined within the educational and vocational planning areas. Teachers and administrators





express more acceptance of the counsellor's working with students experiencing personal-emotional difficulties than do students themselves.

Gibson (1962) studied pupil opinions of the school guidance program in Ohio high schools. Among his findings he noted that 56 per-cent of the students questioned were not sure of the activities of their school guidance program and about one third said that the program had not been explained, described or outlined to them in any way during their three or four years in high school. It appeared that students still preferred to be "counselled" by their fellow students. However, nearly half of the group said there were occasions when they would have liked to discuss matters, personal and otherwise with members of the counselling staff but did not consider it possible for a variety of reasons, most popular of which was that neither counsellors, nor teachers, seemed to have sufficient time or to be available at the student's convenience. Generally occupational and educational information was available and a high percentage (90 per cent) of students had discussed plans with the faculty. Few students reported having the opportunity to discuss job opportunities and training problems with people on the job.

Gibson found that counsellors were not communicating well concerning the role and services of the guidance program. Students indicated a keen interest in the interpretation of all types of information related to self-understanding and their educational-occupational planning. They seemed to feel especially "short changed" when they did not receive interpretation of guidance-testing data.



Students' concepts of the roles counsellors seem to serve in the school environment indicate that they see the counsellor variously as one who is an administrator, a disciplinarian, an activity director, a part-time librarian and so on. Many students did not recognize the counselling function as a major duty of the secondary school guidance worker.

Grant (1954) found that students perceive the counsellor as giving acceptable assistance in the categories of vocational and educational planning but not as being able to give acceptable assistance in the personal-emotional areas. As a problem moves away from being almost entirely a school problem non-school people play a much greater role in decision making of school youth. Persons listed most frequently in the personal-emotional area were friends, parents and doctor in that order. Although one might argue that counsellors must not impress students as being particularly understanding individuals, a more warranted conclusion would seem to be that the counselling role is often defined in the school as one primarily concerned with vocational and educational planning.

A further study on students' opinions of the guidance program was done by Jensen (1955). He found that generally the feeling of students was positive toward the help they had received from counsellors. They felt counsellors were most helpful in assisting them to appraise their abilities, interests and personalities. Compared with other areas of help, counsellors were of least assistance in helping them make progress toward their realistically chosen while-in-school and after school



goals. As individuals to whom students might go for help, students preferred counsellors over parents, teachers, deans and friends when the problems were concerned with discovery and making progress toward school related goals. With this exception, parents and counsellors were about equally favored by students as a source of help.

Chinault and Seegers (1962) asked counsellors and principals to rate themselves, their ideal selves, the other and the ideal other. They found variance both within groups and across groups regarding the actual and ideal perceptions. They attribute this to the inability of either group to accept, understand, and employ the rationale of the counsellor's role.

#### Studies of Parents' Perceptions of the Counsellor

In an unpublished doctoral dissertation at New York University Bergstein (1960) sought to determine the attitude of parents toward secondary school counsellors. Results of this study were similar to those obtained by Bergstein and Grant (1961) in a replication of the study. Attempting to study parent's perception of the school counsellor in a New York community, Bergstein and Grant (1961) interviewed approximately 200 pairs of parents of sixth, eighth, tenth and twelfth grade students. In general the study showed that parents in one community, by their free responses and their ratings on scales, perceive counsellors to be helpful to their children; more helpful than people who are of average help, more helpful than their best family friends, and more helpful than their school principals. The perceptions of the role of the counsellors are similar in level of helpfulness and in





variability at the various grade levels. They perceive counsellors to be more helpful with problems in educational and vocational areas than with problems in personal-emotional-social areas. They found the expectations of sixth grade parents with regard to the role of the school counsellor are apparently in keeping with the realities of the perceptions of parents of secondary school pupils, indicating that there is an early establishment of a perceptual set of the role of the school counsellor.

A study made by the Wayne State University graduate seminar class in Guidance and Counselling (1959) attempted to survey the perceptions of the role of the school counsellor held by administrators, teachers, students and parents. Results of the survey indicated that of the thirteen functions listed, parents ranked the six following in order of importance for the counsellor: counselling with students in regard to school problems, counselling with students on their future careers, conference with parents, programming, consulting with teachers, and counselling with students on personal problems. The researchers were somewhat startled by the poor showing made by testing, identification of and assisting the gifted children, providing occupational information, and maintaining contacts with referral agencies.

Perrone, Weiking and Nagel (1965), chose to ask high school students, their parents and teachers to express their views of the counselling functions. Among their conclusions they state that where differences exist in the degree of counselling recommended, parents indicated a preference for more extensive counselling than did students





or teachers. They suggest that parents are ready for more extensive counselling programs, a suggestion that gives support to the development of such programs in the schools.

Dunlop (1964) made a survey by opinionnaire among counsellor educators, counsellors, high school administrators, parents and high school seniors to determine their perceptions of the appropriateness of counsellor performance of various specific functions. These functions were representative of several areas commonly associated with counsellor responsibility: educational, vocational, and personal counselling; testing and diagnoses; teacher-role expectations; administrative-clerical duties; and exhibiting professional behavior. It was found that all groups reacted favorably to the counsellor as a performer of functions associated with educational and vocational counselling. Significant differences were observed in respondent's reactions to functions and groups of functions otherwise categorized.

Specifically mothers of job-bound seniors were less enthusiastic than others over functions relating to the interpretation and explanation of test scores. Parents of college bound students tended to consider teacher-like functions as appropriate counsellor behavior. Parents reacted positively to the idea that counsellors should be stern task masters with failing students, that they should give lots of good advice to students, and that they should perform administrative clerical tasks. Parents of college-preparatory students gave greater proportional support than other groups to the notion that counsellors should teach students the difference between right and wrong, while only the



parents of job-bound students regarded checking up on truant and tardy students as being part of the counsellor's job. Parents also felt that counsellors should see to it that lazy students get to work, but rejected the idea that counsellors should allow students to say what they want in the counselling interview, without fear of correction or punishment. In general, parents of college preparatory students gave significantly greater support to vocational counselling than did parents of job-bound students.

Dunlop says it would seem apparent that the profession has been unsuccessful in educating lay persons to the nature of counselling as a unique within-school service, different from teaching, administering or clerking.

### Summary

Studies by numerous investigators have shown that different segments of a population may have different expectations for the specific tasks which an individual occupying a position should perform. Several variables have been identified as being related in varying degrees to the expectations which members of the public hold for school personnel. Some of these variables are the levels of education and types of occupations of subjects involved in the study, and the amount and nature of contact between the subjects.

With reference to the role of the school counsellor, studies have shown that varying expectations may be held by alter groups such as administrators, students and parents.



This study is an investigation of the expectations which one alter group, the parents, hold for the junior high school counsellor. Some evidence can be found to show a relationship between certain personal variables and the attitudes which parents hold toward the schools. Also, it is the intention of this study to attempt to identify any variables which may influence the expectations which parents hold for a junior high school counsellor.



## CHAPTER III

### INSTRUMENTATION AND DATA COLLECTION

#### Sorting Device

One of the purposes of this study is to determine what functions parents think should be performed by a junior high school counsellor. Since parents were to be presented with certain selected counsellor functions and asked to rate the importance of each function a standardized method of rating was needed. Although several methods were possible, such as the use of an opinionnaire or having parents rate each function on a three or five point scale, it was decided that for the purpose of this study a ranking procedure would be used. To facilitate this ranking a card sorting procedure was devised whereby parents sorted the cards, on which counsellor functions were printed, into appropriate groupings. The card sort constructed for this study was based on an opinionnaire developed by Dunlop (1965) in a study undertaken to test the hypothesis that no significant differences exist among various groupings of professional educators and lay persons in their opinions as to what tasks and families of similar tasks constitute appropriate parts of the school counsellor's role.

Dunlop reviewed literature relating to counselling and guidance, and from this review a list was developed of 106 specific functions that high school counsellors might reasonably be expected to perform. The functions were then presented in a rating form to doctoral students in counselling and guidance at Arizona State University, who assigned





each of the functions to one of the following seven counsellor responsibility areas: Vocational, Educational, or Personal Counselling; Testing and Diagnosis; Administrative-Clerical; Teacher-Role Expectancy; and Counselling Profession (functions related to ethical and professional conduct of counsellors behaving as members of an organized profession). After two rating form administrations, 81 items remained that had been consistently assigned by respondents to appropriate responsibility areas (groups of functions). Between 10 and 12 items were listed in each of the seven groups.

Following a sub-study during the summer of 1963 in which the reliability of functions was assessed (Dunlop, 1964), 42 items remained which were acceptable as to consistency. The 42 items included six in each of the seven areas of counsellor responsibility. The functions were placed at random in an opinionnaire which was administered in the winter of 1964.

Using this opinionnaire as the source of stated counsellor-functions the present investigator selected those functions most applicable to the junior high school setting. Several functions were abridged to make them more suitable and, since terminology sometimes differs between junior and senior high school, some changes in the wording of functions were made. Each function was descriptive of one of the seven areas of counsellor responsibility and each function selected for use was then printed on an individual 4" by 6" card. The final card sort consisted of 27 individual cards. A list of the functions in the final form in which they were used can be found in



## Appendix B

In an attempt to validate the instrument, five colleagues were asked to react to the suitability of each of the functions, the clarity of wording and the relationship of each to one of the seven groups of counsellor functions. No further changes were made as there was complete agreement amongst the raters that the functions belonged in the groups for which they had been selected by the present investigator.

Eight graduate students were used in an effort to establish the reliability of the instrument. Each student was asked to sort each of the 27 functions into one of the seven groupings. After approximately ten days each student was asked to repeat the sorting. Without exception each function was placed in the group for which it had been designated by the present investigator.

Following this a pilot project (N=15) was carried out with parents from an Edmonton junior high school not connected with the study. A change in the wording of one function was made to make it acceptable to parents of junior high school students. The method of presentation to be used by interviewers in the actual study was standardized as a result of this pilot project.

### Questionnaire

Based on the assumption that various background characteristics of parents affect their opinions and perceptions of school related activities, a questionnaire was constructed to gather information needed to determine which factors may significantly influence a parent's opinions about the role of the junior high school counsellor. A



review was made of studies done in related areas of public opinions regarding school activities and several factors found to be significant in these studies were included in the present questionnaire. In addition several factors thought, by the investigator, to be of significance were included. The questionnaire was reviewed individually by three professional educators. Criticisms and suggestions for improving the format and wording were used to revise the questionnaire. The final form of the questionnaire, acceptable to each of the three, is found in Appendix C.

#### Pineo-Porter Occupational Prestige Scale

Because two of the factors being investigated by this study to determine their effect, if any, on parent opinion dealt with socio-economic status, it was necessary to select some type of occupational rating scale. The Pineo-Porter Scale (1967) was chosen because it is relatively easy to use, and because it is based on a study of Canadians.

The Pineo-Porter study, adapted from a 1963 study by the United States National Opinion Research Centre, required all respondents to rank 204 occupational titles. The study was made bilingual so that the stimulus was the same in English and in French. Results of the study were based on a national sample of 793 cases, and weighted to eliminate biases found to be inherent in the sample. The table arranges the occupations in alphabetical order within socio-economic groupings such as professional, semi-professional, skilled, unskilled, etc. It gives an eight level classification plus one other for farmers. Professional occupations rank high (mean of 72.04). The scale moves down





through the ranks of unskilled labor jobs (mean of 23.46). The highest rank given is that of Provincial Premier, 89.9 and someone who lives on relief is given a rank of zero.

The Pineo-Porter scale shows a high correlation ( $r=.98$ ) between the ranking of occupations in Canada and the United States. This compares with other Canadian studies; Truckman (1947,  $r=.96$ ) and Blishen (1964,  $r=.94$ ). For these reasons it was decided to use this scale for the purposes of this study.

### Sample and Data Collection

The sample used in this study includes parents whose children attended twelve selected junior high schools in the Edmonton Public School system and one suburban junior high school. Only parents of students who had been interviewed at least three times by their school counsellor, during the fall term of 1967, are included in the study. It was felt that these parents may have had more opportunity to interact with the counsellor and thus form more concrete opinions. Since people with formulated opinions are often more willing to participate in studies of this nature it was also hoped that a larger sample would be obtained.

Although the ideal situation in all schools would be to have fully trained and qualified counsellors this is not yet the case in most areas. A study of the qualifications of the thirteen counsellors involved in this study showed that all had received some post-graduate training in counselling. Seven had received practicum training in counselling and six had not. While it is interesting to speculate on the effects of this finding, no controlled study was done in this regard.

From the schools involved the names of the students and their





Easter academic average were obtained. The names, addresses, telephone numbers and occupations of the parents were obtained from the cumulative files. This was done so that some study could be made of the parents who did not wish to take part in the study. A letter explaining the nature and purpose of the study was sent to all parents. A copy of this letter is found in Appendix A. A subsequent telephone call by the interviewer was used to determine whether or not the parents were willing to take part in the study, and if so, to establish a date and time for the interview.

### Method

Interviewing of the parents included in the study was done by four graduate students in the Department of Education.

After describing the purpose of the study to the parents and after rapport had been established the interviewer presented each parent with the card sort consisting of the 27 counsellor role-functions each printed on an individual card to facilitate easy sorting. The interviewer instructed the parents (mother and father) independently to:

- a) "Select from this group the nine functions you think are most important for a school counsellor to perform, and the nine functions you think are least important for a counsellor to perform."

After sorting the initial 27 functions into three groups of nine each, the parents were asked to:

- b) "Rank from most important to least important the nine functions within each of the three groupings of nine that you now have."

Parents were allowed all the time they required to do the sorting. The interviewers were told to repeat their instructions if they were not understood, but not to explain or discuss any of the role-



functions presented. The result in each sorting was a ranking from one to twenty-seven of the functions presented. These were banded together for later tabulation. Each parent was then requested to answer the questionnaire which, together with his or her sorting of functions, was put in a separate envelope to insure no confusion. The results of each parent's sort and questionnaire were then tabulated by the researcher and put on computer cards for analysis.

### Description of the Sample Obtained

The total number of individual parents to whom letters were sent was 324. Due largely to the fact that many parents had moved away several letters were returned and contact was made with 297 of these parents. Of the 297 parents contacted, 154 agreed to take part in the study and were subsequently interviewed while 143 parents did not wish to take part.

There were some significant differences between the group of parents who participated in the study and the group that did not participate. To study the differences between these two groups, t-tests were used. More women than men agreed to participate in the study ( $p > .05$ ). Parents of students with better academic records were more willing to participate than parents of students with poorer academic records ( $p > .05$ ). No difference was observed between the participating and non-participating parents with regards to their socio-economic status or the sex of their child involved in the study.

Of the 154 parents who agreed to take part in the study 92 were female and 62 were male. This is partly explained by the fact that several parents involved were widows or women separated from their husband. To insure that a proper sample was being used and that no



male-female bias existed, chi-square tests were done on the male vs. female sample and no significant differences were found regarding the sorting of functions using the card sort.

The number of husband-wife pairs who took part in the study was 49. To insure that they represented 98 individual subjects, Spearman-Rho's were used to compare each husband's and wife's results of the card sort. The results are given.

<u>Spearman-Rho</u>	<u>Number of Husband-Wife Teams with correlations within the range given</u>
Negative	5
.00 - .10	1
.11 - .20	6
.21 - .30	6
.31 - .40	6
.41 - .50	9
.51 - .60	5
.61 - .70	5
.71 - .80	2
.81 - .90	0
.91 - 1.0	4

It was decided on the basis of the fact that the distribution of husband-wife correlations is almost random that each husband and wife could be treated as a separate subject.

The Pineo-Porter Occupational Prestige Scale (1967) was used with reference to the socio-economic level of parents involved, and a mean of 44.5 was obtained. This was used to divide parents into upper and lower socio-economic status groups. The number of parents in the lower group was 93 and the number in the upper group was 61. This slight skewness may be due to the fact that only about one half of the sample took part in the study. However, t-tests showed no significant difference between those parents who participated in the study and those parents who did not participate, on the factor of socio-economic status.





## CHAPTER IV

### RESULTS OF THE STUDY

As in most studies of the survey or opinionnaire nature a great deal of information is obtained and problems arise regarding the best method of organizing and presenting this information. In an attempt to make the results of this study easily readable and understandable the findings will be presented under four major headings:

- I        Questionnaire Findings
- II       Parents' Opinions about each of the 27 functions
- III      Parents' Opinions about the 7 groups of functions
- IV       Relationship of Parent Characteristics and Parent  
            Opinion

It is hoped that this division will prove helpful to the reader without destroying the feeling of continuity and inter-relationship which exists in the results of the study.

#### QUESTIONNAIRE FINDINGS

In an attempt to determine whether parental factors affect parents' opinions regarding the ranking of certain counsellor role-functions a questionnaire (Appendix C) obtaining some personal data about the parents was used. In addition to the use made of this information regarding the relationship of parental factors with parental opinion many of the results are interesting from the point of view of the general school counselling program and are presented here with some comments.





1. Have you met your child's counsellor?

(N = 154 parents).

Yes - 75 parents

No - 79 parents

2. If you have not met your child's counsellor have you talked with him (her) on the telephone or had any form of communication?

(N = 79 parents who had not met the counsellor).

Yes - 11 parents

No - 68 parents

Comments (1,2): Half the parents have met their child's counsellor. Eighty-six parents have communicated with their child's counsellor. All parents in the study had a child who was seen, or was being seen by the counsellor.

3. Have you ever had a school guidance program explained to you either verbally or in writing?

(N = 154 parents).

Yes - 36

No - 118

Comments (3): There is apparently little done to familiarize parents with the purpose and functions of the guidance programs in our schools.



4. Did you have a guidance program when you were in school?

(N = 154 parents).

Yes - 5

No - 149

If yes, did you think it was worthwhile?

(N = 5 parents).

Yes - 3

No - 2

If no, would you have liked to have had one?

(N = 149 parents).

Yes - 133

No - 16

5. Do you think there is a need for a guidance counsellor in the junior high school?

(N = 154 parents).

Yes - 152

No - 2

Comment (4,5): Parents appear to endorse counselling as a necessary service in the junior high school.

6. Are you satisfied with the work the counsellor does with your child?

(N = 154 parents).

Yes - 81

No - 24

Undecided - 49



7. Does the counsellor seem really interested in your child?

(N = 154 parents).

Yes - 73

No - 9

Don't know - 72

Comment (6,7): The large number of parents who have had no contact with the counsellor (questions 1,2) may affect their knowledge of his work with their child. These results seem to suggest room for improvement in counsellor-parent communications, so that parents are informed about their child's situation.

8. Would you feel free to contact your child's counsellor regarding any problems your child may be having in school?

(N = 154 parents).

Yes - 137

No - 17

Have you ever done this?

(N = 154).

Yes - 43

No - 111

Comment (8): Perhaps parents would appreciate having the counsellor contact them, even on routine matters. This possibility was not explored.



9. Do you feel that your previous dealings with the school have been pleasant?

(N - 154 parents).

Yes - 141

No - 13

10. What is your present occupation?

Comment: Of the 154 parents used in the study 61 parents fell in the upper half of the socio-economic scale and 93 in the lower half. The Pineo-Porter Scale (1967) was used and a mean of 44.5 was obtained for the 154 parents. Use is made of this in the analysis of the parent responses.

11. What education do you have?

Comment: For purposes of analysis with regard to parent opinion, two groupings were used. One group (92 parents) had from 0 - 9 years of schooling or some high school, and the other group (62 parents) had high school graduation, some university, university graduation, technical or other training beyond high school. Use is made of this grouping in the analysis of the parent responses.

12. What type of occupation, training or education would you like your child to obtain in the future?

Comment: Using the Pineo-Porter Scale (1967) it was found that the mean rating given by parents to what they desire for the future occupations of their children was 64.9. It is interesting to note how this compares to a mean rating of 44.5 for parents





present occupation. (Based on scale 0 - 100). This information is also used in the analysis of parent responses.

### Summary

Approximately half of the parents in the study have actually met their child's counsellor with a small number of parents indicating some other form of contact. Of a total of 154 parents only 36 have had a guidance program explained to them. Although very few parents had a guidance program when they were in school most parents would like to have had one and they feel that there is a need for a guidance counsellor in the junior high school. Most parents indicate that they would feel free to contact their child's counsellor if necessary but few have ever done this. Most parents said that their previous dealings with the school have been pleasant. It was also discovered that most parents rank the occupation they would choose for their child considerably higher than their own present occupation.

### PARENTS' OPINIONS ABOUT EACH OF THE 27 FUNCTIONS

Of the 27 Counsellor Role-Functions presented, parents seemed to definitely endorse some, definitely reject some, and be split or undecided on others.

In attempting to present results of this part of the study in a concise fashion, the following organization has been employed. Three major divisions are used.

- A. Functions about which there is a high consensus of opinion that they are suitable counsellor role-functions.



- B. Functions about which there is a high consensus of opinion that they are not suitable counsellor role-functions.
- C. Functions about which there is insufficient consensus of opinion and which are open to interpretation and speculation.

In presenting the data tables are first presented. These tables indicate the number of times a particular function was placed in each of the 27 positions available, by parents doing the sorting. The table also indicates the total number of times a particular function was placed in the top, middle and bottom nine positions, together with the percentage that each of these numbers represents. An arbitrary judgement was made whereby any function placed in the top or bottom nine positions by 50% of the parents was taken to indicate a consensus of opinion that the function was or was not a suitable counsellor role-function. A summary is given.

Functions about which there is a high consensus of opinion that they are suitable counsellor role-functions.



Function #22: Consult with teachers about specific students  
who are having trouble with school work.

TABLE I

NUMBER OF TIMES FUNCTION #22 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	13	22	13	8	9	13	8	7	4	7	7	3	7	10	2	4	4	1	1	2	2	0	1	1	0	2	3
	97										45										12						
	63%										29%										8%						



Function #24: As a professional responsibility, be a person people  
 can trust with any kind of confidential information  
 about themselves or others.

TABLE II  
 NUMBER OF TIMES FUNCTION #24 WAS SORTED INTO  
 EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
Frequency of Placement	42	4	9	4	4	6	5	6	9	4	6	8	7	4	2	4	4	3	4	6	4	2	3	1	2	2	2	0
	89										43										22							
	58%										28%										14%							





Function #14: When counselling students about personal problems  
try to see things the way students see them.

TABLE III

NUMBER OF TIMES FUNCTION #14 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
Frequency Of Placement	2	19	8	12	9	13	7	8	9	9	4	6	8	3	3	5	5	3	2	5	2	3	2	3	2	2	0	
	87													46														21
	57%													30%														13%



Function #16: Help students work out problems they're having  
with teachers or other school people.

TABLE IV

NUMBER OF TIMES FUNCTION #16 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	2	5	15	15	10	9	10	12	8	6	7	7	11	7	10	6	5	1	4	0	3	0	2	1	0	0	0
	86										58										10						
	56%										38%										6%						



Function #21: Help students to understand the importance of education.

TABLE V

NUMBER OF TIMES FUNCTION #21 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	21	7	10	12	8	9	4	11	4	9	8	7	6	8	5	1	5	9	2	2	1	2	2	0	0	1	0
	86										58										10						
	56%										38%										6%						



Function #4: Arrange for personality tests for  
 students who seem to need them.

TABLE VI

NUMBER OF TIMES FUNCTION #4 WAS SORTED INTO  
 EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	2	6	16	9	7	17	6	9	8	13	7	5	4	5	7	4	8	5	5	1	3	1	2	0	1	1	2
	80										58										16						
	52%										38%										10%						





### Summary

Of the 27 functions presented parents indicated that the following six functions are the most suitable counsellor role-functions.

They are listed in rank order of suitability.

1. Function #22: Consult with teachers about specific students who are having trouble with school work.
2. Function #24: As a professional responsibility, be a person people can trust with any kind of confidential information about themselves or others.
3. Function #14: When counselling students about personal problems try to see things the way students see them.
4. Function #16: Help students work out problems they're having with teachers or other school people.
5. Function #21: Help students to understand the importance of education.
6. Function #4: Arrange for personality tests for students who seem to need them.

Function #24 was placed in position 1 more often than any of the other 27 items. It was ranked number 1 by 42 parents (27% of the parents). Function #21 was placed in position 1 the second most often (14% of the parents), and Function #22 was placed in position 1 the third most often (8% of the parents).

Functions about which there is a high consensus of opinion that they are not suitable counsellor role-functions.



Function #11: Help the principal or vice-principal patrol the halls  
between classes, and the grounds at lunch time.

TABLE VII

NUMBER OF TIMES FUNCTION #11 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	0	0	0	0	1	0	4	1	1	0	5	1	0	1	1	4	3	0	8	8	5	9	16	16	25	24	21
	7									15									132								
	4%									10%									86%								



Function #1: Be responsible for giving students permission  
to join clubs or other athletic groups.

TABLE VIII

NUMBER OF TIMES FUNCTION #1 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency Of Placement	1	1	0	1	1	0	0	1	4	0	0	1	2	5	2	3	2	7	2	6	11	17	14	11	22	21	19
	9									22									123								
	6%									14%									80%								



Function #3: See to it that lazy students get to work.

TABLE IX

NUMBER OF TIMES FUNCTION #3 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
Frequency of Placement	1	3	3	5	8	1	3	2	4	2	3	2	3	3	5	3	3	3	6	3	7	6	6	16	14	14	20	8
	30									30									94									
	19.5%									19.5%									61%									





Function #9: Report misbehaving students to the administration  
for disciplinary action.

TABLE X

NUMBER OF TIMES FUNCTION #9 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency Of Placement	3	3	1	5	2	2	4	2	3	3	3	3	3	2	7	4	5	5	8	2	5	13	12	16	15	14	9
	25									35									94								
	16%									23%									61%								



Function #2: Check up on truants and keep track of  
which students are tardy to class.

TABLE XI

NUMBER OF TIMES FUNCTION #2 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	3	1	5	3	1	1	1	7	2	3	2	6	7	5	4	7	5	5	13	6	8	8	8	8	12	8	15
	24									44									86								
	16%									28%									56%								



Function #13: Be available to help parents and members of the school staff with personal problems.

TABLE XII

NUMBER OF TIMES FUNCTION #13 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	3	0	3	1	3	4	2	4	4	4	3	6	3	4	10	3	4	7	12	9	9	12	6	13	9	5	11
	24									44									86								
	16%									28%									56%								



### Summary

Of the 27 functions presented parents indicated that the following six functions are the least suitable counsellor role-functions. They are listed in rank order of least suitability.

1. Function #11: Help the principal or vice-principal patrol the halls between classes, and the grounds at lunch time.
2. Function #1: Be responsible for giving students permission to join clubs or other athletic groups.
3. Function #3: See to it that lazy students get to work.
4. Function #9: Report misbehaving students to the administration for disciplinary action.
5. Function #2: Check up on truants and keep track of which students are tardy to class.
6. Function #13: Be available to help parents and members of the school staff with personal problems.

Function #11 was placed in position 27 more often than any of the other 27 items. It was ranked 27th by 21 parents (14% of the parents). Function #1 was placed in position 27 the second most often (12% of the parents).

Functions about which there is insufficient consensus of opinion and which are open to interpretation and speculation.

As previously mentioned functions which were placed in the top or bottom nine positions by 50% of the parents were taken to indicate a consensus of opinion that the functions were either a suitable or an unsuitable counsellor role-function. The following list of functions





did not offer this consensus of opinion. Although many of the functions offer some indications of parent opinion they did not meet the criteria for inclusion in either of the two preceding groups. Tables like those presented previously in this chapter were prepared for each of the following functions and are located in Appendix D.

1. Function #5: Select appropriate tests to determine what students are especially interested in.
2. Function #6: Select appropriate tests to determine how much ability students have.
3. Function #15: Learn as much as possible about the student's family, in order to be able to help the student better.
4. Function #7: Interpret test scores and possible diagnosis to administrators, teachers and parents.
5. Function #8: Teach at least two classes a day, or spend some time teaching every few years.
6. Function #10: Teach students what's right and what's wrong.
7. Function #26: In nearly all counselling situations allow the student to say anything he wants, without correcting or punishing him.
8. Function #12: Give lots of good advice to students.
9. Function #17: Help students work out problems they're having with their parents.
10. Function #18: Help students learn about jobs they might consider preparing for.



11. Function #19: Help students get information concerning occupations.
12. Function #20: Make information available to students about the kinds and number of occupations that will be open in the future.
13. Function #23: Help students with long-range educational planning as well as short-range planning.
14. Function #25: Advise teachers, administrators and parents about the needs of young people.
15. Function #27: Speak to civic groups about the school guidance program.

#### PARENTS' OPINIONS ABOUT THE SEVEN GROUPS OF FUNCTIONS

Each of the 27 counsellor role-functions falls within one of seven groups of role functions.

1. Administrative-Clerical
2. Testing and Diagnosis
3. Teacher-role Expectancy
4. Personal Counselling
5. Vocational Counselling
6. Educational Counselling
7. Professionalism

The table below indicates the total number of choices given each group of role-functions, and the average number of choices given each function, within the selection categories used.



TABLE XIII

## CHOICE FREQUENCY BY GROUPS OF ROLE-FUNCTIONS

	Groups of Role Functions						
	1	2	3	4	5	6	7
	3 func- tions	4 func- tions	5 func- tions	5 func- tions	3 func- tions	3 func- tions	4 func- tions
Top 9	63	247	164	310	145	233	225
Average placement	21	62	33	62	48	77	56
Middle 9	96	244	187	257	220	174	204
Average placement	32	61	37	51	73	58	51
Bottom 9	303	125	419	203	97	55	187
Average placement	101	31	84	41	32	18	47

Summary

Some general conclusions can be made regarding parents' opinion of groups of role-functions. Within certain groups an individual function was sometimes an exception to the general consensus of opinion with regard to that particular group of functions. These exceptions were due primarily to parental factors and are discussed in the following section of this chapter. In this section they will be mentioned with no further comment.

Generally parents indicate that the counsellor should perform functions related to 'Educational Counselling' (Group 6, Functions 21, 22, 23). Similarly they think functions relating to 'Testing and



Diagnosis' (Group 2, Functions 4, 5, 6, 7) should be performed by the counsellor, with the exception that certain parents indicate that the counsellor should not interpret test scores and possible diagnosis to administrators and parents. Some functions related to 'Personal Counselling' (Group 4, Functions 13, 14, 15, 16, 17) are ranked as suitable counsellor functions. Parents indicate that the counsellor should not be available to help parents or staff members with personal problems (#13), or to help students work out problems with their parents (#17). Functions relating to 'Professionalism' (Group 7, Functions 24, 25, 26, 27) were generally agreed to be important role-functions, with parents strongly endorsing the idea that the counsellor should be a person people can trust with any kind of confidential information (#24). An interesting fact is that some parents indicated a child should not be free to say anything he wishes in a counselling situation without correction or punishment, while other parents tend to accept this notion (#26).

Parents indicate that the counsellor should not perform 'Administrative-Clerical' functions (Group 1, Functions 1, 2, 3) although some parents responded more negatively to this than others. Functions related to 'Teacher-Role Expectancies' (Group 3, Functions 8, 9, 10, 11, 12) are generally ranked as not being counsellor role-functions. However, some parents indicate that the counsellor should give lots of good advice to students (#12), while other parents indicate that this is not a function of the counsellor. Although it would appear that parents rank functions related to 'Vocational Counselling'





(Group 5, Functions 18, 19, 20) as part of the counsellor's role, a strong indication is not really evident.

#### RELATIONSHIPS OF PARENT CHARACTERISTICS AND PARENT OPINION

Some evidence was found to support the contention that personal factors relating to the parents affect their opinions relative to certain functions. The following five parent factors were examined to determine their effect on parent opinion.

1. Education Level of Parent
2. Socio-Economic Status of Parent
3. Parent Ambitions for Their Child
4. Parent Satisfaction with Counsellors' Work
5. Parent Contact with Counsellor

To test for significance parents were grouped according to the factor being investigated. Chi-square tests were then performed to see if the parents categorized into a particular group ranked the 27 functions differently from the parents categorized into a different group. Where significant Chi-squares were obtained an inspection was made to see if the differences were systematic and interpretable. To illustrate the method of analysis used in this section an example is given in the following table.

Table XIV shows the number of times Function #1 was placed in the top, middle and bottom nine positions by each of two groups of parents. Group I consisted of the 92 parents who had less formal education and Group II consisted of 62 parents with more formal education (division into educational levels described previously).



Function #1: Be responsible for giving students permission to join clubs or athletic groups.

TABLE XIV

## EFFECT OF EDUCATION LEVEL OF PARENT ON RANKING

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	8	19	65
of Placement	Group II	1	3	58
by Group				

Chi-square ( $p > .01$ )

An examination of the above table shows that although parents of both educational groupings indicate that it is not the counsellor's function to give students permission to join clubs or athletic groups, parents with more education give a significantly stronger indication that this is not a counsellor task (significant at .01 level).\*

Parents with more education also indicate less support for: reporting misbehaving students for disciplinary action (significant at .01 level); checking up on truant and tardy students (significant at .02 level); teaching students what's right and what's wrong (significant at .01 level); and in the case of giving lots of

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\*In section IV all tests of significance are Chi-square tests.



good advice, parents of less education indicate that they rate this as a counsellor function, while it is indicated as not being a counsellor function by those of more education (significant at .02 level).

Parents with more education are more tolerant of the idea that the counsellor should allow students to say anything they want in a counselling situation without correction or punishment, while this is more strongly rejected by those of less education (significant at .02 level). Tables for all functions found to be significantly related to parent factors can be found in Appendix E.

#### Socio-Economic Status of Parent

Parents of lower socio-economic status give more indication than parents of higher socio-economic status that the counsellor should not interpret scores and possible diagnosis to parents and school personnel (significant at .01 level). Similarly parents of lower socio-economic status indicate that it is not the function of the counsellor to advise teachers, administrators and parents about the needs of young people, while parents of higher socio-economic status rate this as an important counsellor role-function (significant at .01 level). On the other hand parents of higher socio-economic status indicate that the counsellor should not teach students what's right and what's wrong while this is more acceptable as a counsellor function to parents of lower status (significant at .01 level). This is also true in the case of giving lots of good advice to students; parents of lower socio-economic status rank this as being an important counsellor role-function, while parents of higher socio-economic status do not (significant at .01 level).



### Parent Ambitions for Their Child

Parents who choose occupations which are lower on the socio-economic scale for their child's future occupation give more indication that it is the function of the counsellor to check up on truants and keep track of tardy students, than do parents with higher aspirations or those who are undecided (significant at .01 level).

### Parent Satisfaction with Counsellors' Work

Parents who are not satisfied with the counsellor's work give more support to the idea that counsellors should make available information about the kinds and numbers of occupations that will be open in the future. Parents satisfied with the counsellor's work, and those who are undecided, indicate that this is not an important counsellor function.

### Summary

It would seem that personal factors relating to the parents affect their opinion relative to certain functions. Of the five parental factors examined two seemed to have greater influence. These were Educational Level and Socio-Economic Status. Some evidence was found to indicate that Parent Ambitions for their Child and Parent Satisfaction also affected parent opinion.





## CHAPTER V

### SUMMARY AND IMPLICATIONS

Any conclusions drawn from the study must be interpreted cautiously, with full recognition that the sample from which data were obtained is representative only of parents: (a) who had a child in junior high school; (b) who had a child who had been interviewed by a counsellor at least three times and (c) who were willing to take part in the study. It does not represent all parents of junior high school students, nor does it necessarily represent parents of school children generally. Assumptions as to the universality of this group's opinions and the usefulness of the data in widespread application must remain speculative.

However, even with due attention to the cautions suggested it is possible to draw several tentative conclusions concerning parents' attitudes towards the role of the counsellor.

#### Summary of Results

It was particularly interesting to note that parents indicate that the role of the counsellor should not include functions of an 'Administrative-Clerical' nature. This is in complete contradiction to the results of Dunlop's study (1964), in which he found that the whole range of administrative-clerical tasks was given enthusiastic support by parents in opposition to attitudes expressed by professional educators. The present study showed that although parents generally do not favor these functions, parents of less education and



lower socio-economic status do not rank them as being as inappropriate as do parents with more education and higher socio-economic status. The fact that Dunlop's study was done five years ago when there were fewer trained counsellors than there are now may account for these changes in opinion regarding administrative functions and counsellor role.

Functions related to 'Teacher-Role Expectancies' are generally indicated as being outside the realm of the counsellor's duties, however parents of less education and lower socio-economic status show more acceptance of these functions than do parents of higher education and higher socio-economic levels.

Parents generally favor the counsellor performing functions related to counselling students with problems of a personal nature. They do indicate, however, that counsellors should not attempt to counsel parents or deal with problems involving conflicts between students and their parents.

'Educational' and 'Vocational' counselling functions are generally ranked as functions appropriate to the counsellor's role.

The performance, by counsellors, of functions related to 'Testing and Diagnosis,' is generally ranked by parents as being important. It is interesting to note that parents of lower socio-economic status and less education were less favorably disposed to the idea that counsellors should interpret test scores and provide diagnosis to parents and school personnel.

Finally, 'Professionalism' on the part of the counsellor is



highly rated by those parents included in this study. Parents of lower educational standing express some doubt about allowing a student complete freedom of speech in a counselling situation, a function accepted by the better educated parents.

### Implications for Counselling

It is a general complaint of counsellors that they are often burdened with administrative-clerical duties. Results of this study may indicate that professionals in the guidance field in this area are getting through to parents, if not to school administrators, regarding the inappropriateness of these functions to the role of the counsellor. A clear indication is given by the parents that administrative-clerical duties should form at most a minor part of the counsellor's job.

Parents indicated that counselling students with personal problems is a job of the counsellor. Often this aspect of the counsellor's job is minimized and advocated to a lesser degree by school boards and school administrators fearful of engendering parental disfavor in areas of pupil personnel services. It would appear that these fears are not well founded and that counselling students with personal problems is a legitimate concern of counselling and counsellor training.

Although parents accept personal counselling of students they indicate that the counsellor's job should not include counselling parents or working with family problems. Because many authors, including Berdie (1965) and Dunn (1961), warn that counsellor success in dealing with student problems often hinges on the needs and knowledge of the parents, it would appear that counsellors must exercise





great care in their relations with parents. It may be that parents do not accept the counsellor's professional capacities as extending to include work with parents, or they may not be prepared to discuss personal problems and feelings with someone associated with what they are seeing more and more as an impersonal school structure. It may well be that training institutions are not preparing counsellors to deal adequately with parent counselling and the unwillingness of parents to discuss personal matters with school counsellors may be well founded. However, as Bergstein (1965) says, "it is encouraging to note that, while less than ten years ago one could barely find mention of parent counselling in guidance and counselling textbooks, today about half of the authors are giving considerable attention to this growing practice."

Since much of what is done by counsellors working in schools in the Edmonton area could be classified as 'Educational,' and 'Vocational' counselling, it is encouraging to find that parents generally rank these as functions appropriate to the counsellor's role.

The performance, by counsellors, of functions related to 'Testing and Diagnoses' is also ranked by parents as being important. Parents with less education place little value on having counsellors interpret test scores to parents. Groups to whom public schooling represented terminal education are perhaps more hesitant about testing than are professional people and others to whom tests have been useful and challenging tools, rather than possibly threatening evaluation devices. Perhaps, fears have developed with relationship to tests and to the consequences wrought by them. This finding suggests that guidance





personnel might do well to deal more cautiously with parents less knowledgeable in areas of testing and test interpretation, to minimize apprehensiveness which could seriously deter effective counselling.

The great emphasis placed by parents on the confidentiality of information entrusted to the counsellor demands serious consideration and emphasis. Information gained in the counselling office should not be the subject for staff-room discussions, general staff-meetings or informal out-of-school gatherings. It should be treated with confidentiality and presented with care even in case conference situations. Perhaps the lack of discretion on the part of many counselling personnel has contributed to the lack of confidence exhibited by parents in accepting parent-counsellor discussions of a personal nature. Professional conduct on the part of the counsellor is one area that can not be over emphasized, and it is perhaps one of the most important avenues towards acceptance, by the general public, of the importance and potential value of counselling.

If Bergstein's (1965) contention that parents' attitudes and behavior have a strong influence on how effective a counsellor can be when working with students is accepted, then surely recognition must be made of the importance of making a counsellor aware of parent expectations and attitudes. This does not mean that a counsellor cannot operate effectively outside the bounds of role expectations but he must understand others' perceptions of his role if he is to be maximally effective. The effective counsellor should be able to go beyond role expectations but he must satisfy some needs and expectations or the counselling may be viewed as useless and be terminated



by students or parents. It is the belief of this writer that if the counsellor cannot communicate his perceptions of role (or if he does not understand others' perceptions of his role), his chances for performing successfully in the counselling role are diminished.

If it is important for the counsellor to know these expectations then it is important to know that factors such as socio-economic status and educational level of the parent affect these expectations. This means that counsellor education should include more study in areas of role expectations whether the particular training advocates functioning within bounds of these expectations or despite these expectations. One of the goals of counsellor training should be to make it possible for the counsellor to develop useful and flexible role behaviors so he can interact successfully with a wide variety of clients.

The value of this study lies in the fact that it adds to a considerable body of research already existing which has measured the attitudes and expectations that significant others have for the counsellors role. The worth of the study depends upon whether use is made of the findings by counsellors and counsellor educators in evaluating and improving interaction and understanding between parents and counsellors.

### Implications for Further Research

The scope of this study was of necessity rather narrow, but it points the way to other more important and complex areas of needed research. Suggestions for three specific research endeavors are given.

1. The assumption that expectations of others affect the counsellor's role and his effectiveness has been made in this study. It would be useful to do a study in



which an effort was made to determine whether or not there is a relationship between the counsellor's effectiveness and the degree of accuracy with which the counsellor perceives the perceptions of others of his role.

2. More valuable than descriptive studies would be dynamic interactional studies which may lead to understanding effectiveness of counsellor behavior. Once the counsellor's perceptions of normative pressures upon him have been measured it would be interesting and worthwhile to determine what effect this has on his behavior. Do these role expectations restrict him to functioning within expected bounds? Do they decrease his effectiveness in the counselling situation?
3. What is the role definer's ability to impose sanctions for deviation from specific prescribed role behavior? Generally, what are the consequences if a counsellor chooses to ignore the expectations of others? Specifically, can parents actually alter or affect the counsellor's performance if he functions outside the bounds the parents set for counselling students with personal problems? Also, how do they impose these sanctions, and how important are they from a counsellor's viewpoint?



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## A P P E N D I X   A



Faculty of Education  
Department of Education  
Psychology

The University of Alberta  
Edmonton, Canada

June 10, 1968

Dear

Often parents opinions are not given enough consideration in the operation of certain school programs. I am presently doing a study in which I hope to gain the opinion of parents regarding certain aspects of the Junior High School Guidance Program. This study has the approval of the Edmonton Public School Board and will involve parents of students in twelve Edmonton Junior High Schools. I am interested in your opinions regarding the counselling program in your child's school.

An interviewer will phone you within a week or two to arrange an interview at your home if you are willing to participate. You are not obliged in any way, but your assistance will of course be greatly appreciated.

I am hoping you will consent to giving up thirty minutes of your time to help us in this project.

Yours truly,

H.W. Zingle, Ph.D.  
Director  
Counsellor Education Program.

/ds



## A P P E N D I X   B



## LIST OF COUNSELLOR ROLE FUNCTIONS

Group I Administrative-Clerical

1. Be responsible for giving students permission to join clubs or athletic groups.
2. Check up on truants, and keep track of which students are tardy to class.
3. See to it that lazy students get to work.

Group II Testing and Diagnosis

4. Arrange for personality tests for students who seem to need them.
5. Select appropriate tests to determine what students are especially interested in.
6. Select appropriate tests to determine how much ability students have.
7. Interpret test scores and possible diagnoses to administrators, teachers and parents.

Group III Teacher-role Expectancy

8. Teach at least two classes a day, or spend some time teaching, every few years.
9. Report misbehaving students to the administration for disciplinary action.
10. Teach students what's right and what's wrong.
11. Help the principal or vice-principal patrol the halls between classes, and the grounds at lunch time.





12. Give lots of good advice to students.

#### Group IV Personal Counselling

13. Be available to help parents and members of the school staff with personal problems.
14. When counselling students about personal problems try to see things the way students see them.
15. Learn as much as possible about the student's family, in order to be able to help the student better.
16. Help students work out problems they're having with teachers or other school people.
17. Help students work out problems they're having with their parents.

#### Group V Vocational Counselling

18. Help students learn about jobs they might consider preparing for.
19. Help students get information concerning occupations.
20. Make information available to students about the kinds and numbers of occupations that will be open in the future.

#### Group VI Educational Counselling

21. Help students to understand the importance of education.
22. Consult with teachers about specific students who are having trouble with school work.
23. Help students with long-range educational planning as well as with short-range planning.



Group VII Professionalism

24. As a professional responsibility, be a person people can trust with any kind of confidential information about themselves or others.
25. Advise teachers, administrators, and parents about the needs of young people.
26. In nearly all counselling situations allow the student to say anything he wants, without correcting or punishing him.
27. Speak to civic groups about the school guidance program.



## A P P E N D I X C



## PARENT QUESTIONNAIRE

All information from this questionnaire will be kept in strict confidence by the researcher. I would like to assure you that no names are used and no information will be made available to any other person or group. This project has the approval of the Edmonton Public School Board. Thank you for your time and help.

1. Have you met your child's counsellor? Yes

No

If yes, how many times?

Once

2-3 times

more than 3 times

Did you like your child's counsellor?

Yes

No

Were you able to communicate easily with the counsellor?

Yes

No

Do you feel that your contact with your child's counsellor has been worthwhile?

Yes

No

2. If you have not met your child's counsellor, have you talked with him (her) on the telephone or had any form of communication?

Yes

No

Were you able to communicate easily with the counsellor?

Yes

No

Do you feel that your contact with your child's counsellor has been worthwhile?

Yes

No

3. Have you ever had a school guidance program explained to you either verbally or in writing?

Yes

No





4. Did you have a guidance program when you were in school? Yes  
No  
If yes, did you think it was worthwhile? Yes  
No  
If no, would you have liked to have had one? Yes  
No
5. Do you think there is a need for a guidance counsellor in the junior high school? Yes  
No
6. Are you satisfied with the work the counsellor does with your child? Yes  
No  
Undecided
7. Does the counsellor seem really interested in your child? Yes  
No  
Don't Know
8. Would you feel free to contact your child's counsellor regarding any problems your child may seem to be having in school? Yes  
No  
Have you ever done this? Yes  
No
9. Do you feel that your previous dealings with the school have been pleasant? Yes  
No
10. What is your present occupation? \_\_\_\_\_  
If you are a housewife what is your husband's occupation? \_\_\_\_\_  
What was your occupation before marriage? \_\_\_\_\_



11. What education do you have?

- a) 0 - 9 years public schooling -----
- b) some high school-----
- c) high school graduate -----
- d) some university -----
- e) university graduation -----
- f) technical education -----
- g) other -----

12. What type of occupation, training or education would you like your child to obtain in the future?

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13. Feel free to make any additional comments, criticisms, observations or suggestions that you may wish to make regarding school, school counselling generally or the counselling program at your child's school particularly.

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## A P P E N D I X   D



Function #5: Select appropriate test to determine what students are especially interested in.

NUMBER OF TIMES FUNCTION #5 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	1	3	7	11	3	10	8	11	11	7	10	7	3	6	12	7	5	6	6	7	1	6	3	1	1	1	0
	65													65												26	
	42%													41%												17%	





Function #6: Select appropriate test to determine how much ability students have.

NUMBER OF TIMES FUNCTION #6 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	4	9	7	3	13	8	6	7	8	10	8	14	7	8	6	1	6	3	1	6	5	2	4	3	1	3	1
	65					63					26																
	42%					41%					17%																



Function #15: Learn as much as possible about the student's family,  
in order to be able to help the student better.

NUMBER OF TIMES FUNCTION #15 WAS SORTED INTO  
EACH OF THE 27 FUNCTIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	6	7	4	8	10	8	14	4	5	7	2	7	10	9	5	7	2	9	5	8	3	7	2	2	3	0	0
	66									58									30								
	43%									37%									20%								



Function #7: Interpret test scores and possible diagnosis to administrators, teachers and parents.

NUMBER OF TIMES FUNCTION #7 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency Of Placement	5	1	4	3	5	5	1	5	8	3	4	7	7	6	12	7	7	7	2	6	8	10	12	8	4	3	4
	37									60									57								
	24%									39%									37%								



Function #8: Teach at least two classes a day, or spend  
some time teaching every few years.

NUMBER OF TIMES FUNCTION #8 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	12	5	3	1	5	5	3	2	4	6	5	3	4	4	2	6	5	6	5	10	8	7	3	6	4	11	19
	40									41									73								
	26%									27%									47%								





Function #10: Teach students what's right and what's wrong.

NUMBER OF TIMES FUNCTION #10 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency Of Placement	3	7	3	5	3	4	4	5	3	3	9	5	3	4	5	4	7	5	5	5	17	9	7	7	7	4	11
	37									45									72								
	24%									29%									47%								



Function #26: In nearly all counselling situations allow the student to say anything he wants, without correcting or punishing him.

NUMBER OF TIMES FUNCTION #26 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	2	9	6	6	2	6	12	2	5	4	3	3	4	3	4	3	4	7	3	3	8	4	5	12	9	13	12
	50									35									69								
	32%									23%									45%								



Function #12: Give lots of good advice to students.

NUMBER OF TIMES FUNCTION #12 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	6	6	5	4	7	7	3	6	11	10	3	7	5	1	4	8	8	5	8	7	7	7	7	1	2	4	5
	55									51									48								
	36%									33%									31%								



Function #17: Help students work out problems they're having with their parents.

NUMBER OF TIMES FUNCTION #17 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	6	7	3	7	4	2	10	4	4	5	6	2	4	12	6	4	7	5	10	8	6	8	9	2	4	2	7
	47									51									56								
	31%									33%									36%								





Function #18: Help students learn about jobs they might consider preparing for.

NUMBER OF TIMES FUNCTION #18 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	2	2	6	4	10	7	6	6	10	7	9	11	10	10	6	11	7	5	6	7	4	2	3	1	1	0	1
	53									76									25								
	34%									50%									16%								



Function #19: Help students get information concerning occupations.

NUMBER OF TIMES FUNCTION #19 WAS SORTED INTO EACH OF THE 27 POSITIONS																											
Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	2	10	3	5	7	5	5	7	5	10	9	8	10	6	9	9	8	5	3	7	6	2	3	4	3	1	2
	49									74									31								
	32%									48%									20%								



Function #20: Make information available to students about the kinds and numbers of occupations that will be open in the future.

NUMBER OF TIMES FUNCTION #19 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		
Frequency of Placement	1	4	3	8	2	4	8	1	1	2	5	1	1	9	12	5	6	6	9	7	13	8	6	2	2	0	6	3	1
	43									70									41										
	28%									45%									27%										



Function #23: Help students with long-range planning  
as well as with short-range planning.

NUMBER OF TIMES FUNCTION #23 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency Of Placement	8	7	5	5	5	2	8	2	8	9	9	6	5	13	7	6	4	12	9	7	4	6	2	5	0	0	0
	50									71									33								
	33%									46%									21%								





Function #25: Advise teachers, administrators and parents  
about the needs of young people.

NUMBER OF TIMES FUNCTION #25 WAS SORTED INTO  
EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	3	0	6	6	8	6	9	7	8	2	5	5	7	7	6	11	11	7	9	9	5	1	3	4	3	4	2
	53									61									40								
	34%									40%									26%								



Function #27: Speak to civic groups about the school guidance program.

NUMBER OF TIMES FUNCTION #27 WAS SORTED INTO EACH OF THE 27 POSITIONS

Position (Rank)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
Frequency of Placement	3	5	6	4	4	2	2	2	5	3	4	3	7	5	7	15	12	9	4	4	10	6	7	13	5	5	2
	33									65									56								
	22%									42%									36%								



## APPENDIX E



# 1. EFFECT OF EDUCATIONAL LEVEL OF PARENT ON PARENTAL CHOICE

Group I: 92 parents with less formal education.

Group II: 62 parents with more formal education.





Function #1: Be responsible for giving students permission  
to join clubs or athletic groups.

#### EFFECT OF EDUCATIONAL LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	8	19	65
of Placement	Group II	1	3	58
by Group				

Chi-square: ( $p > .01$ )



Function #2: Check up on truants and keep track of  
which students are tardy to class.

#### EFFECT OF EDUCATIONAL LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	17	32	43
of Placement	Group II	7	12	43
by Group				

Chi-square: ( $p > .02$ )



Function #9: Report misbehaving students to the  
administration for disciplinary action.

# EFFECT OF EDUCATIONAL LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	21	23	48
of Placement	Group II	4	12	46
by Group				

Chi-square: ( $p > .01$ )



Function #10: Teach students what's right  
and what's wrong.

EFFECT OF EDUCATION LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	29	30	33
of Placement	Group II	8	15	39
by Group				

Chi-square: ( $p > .01$ )





Function #12: Give lots of good advice  
to students.

# EFFECT OF EDUCATION LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	38	33	21
of Placement	Group II	17	18	27
by Group				

Chi-square: ( $p > .02$ )



Function #15: Learn as much as possible about the student's family, in order to be able to help the student better.

#### EFFECT OF EDUCATION LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency of Placement by Group	Group I	40	29	23
	Group II	26	29	7

Chi=quare: (p > .05)



Function #23: Help students with long-range  
educational planning as well  
as with short-range planning.

#### EFFECT OF EDUCATIONAL LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	30	36	26
of Placement	Group II	20	35	7
by Group				

Chi-square: ( $p > .02$ )



Function #26: In nearly all counselling situations  
 allow the student to say anything  
 he wants, without correcting  
 or punishing him.

#### EFFECT OF EDUCATION LEVEL OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	27	16	49
of Placement				
by Group	Group II	23	19	20

Chi-square: ( $p > .02$ )





## 2. EFFECT OF SOCIO-ECONOMIC STATUS OF PARENT ON PARENTAL CHOICE

Group I: 93 parents of lower socio-economic status.

Group II: 61 parents of higher socio-economic status.



Function #7: Interpret test scores and possible  
diagnoses to administrators,  
teachers and parents.

EFFECT OF SOCIO-ECONOMIC STATUS  
OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency of Placement by Group	Group I	15	36	42
	Group II	22	24	15

Chi-square: ( $p > .01$ )



Function #9: Report misbehaving students to the  
administration for disciplinary  
action.

EFFECT OF SOCIO-ECONOMIC STATUS  
OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	20	23	50
of Placement	Group II	5	12	44
by Group				

Chi-square: ( $p > .05$ )



Function #10: Teach students what's right  
and what's wrong.

EFFECT OF SOCIO-ECONOMIC STATUS  
OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	31	29	33
of Placement	Group II	6	16	39
by Group				

Chi-square: ( $p > .01$ )





Function #12: Give lots of good advice  
to students.

EFFECT OF SOCIO-ECONOMIC STATUS  
OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	43	32	18
of Placement	Group II	12	19	30
by Group				

Chi-square: ( $p > .01$ )



Function #20: Make information available to  
 students about the kinds and  
 numbers of occupations that  
 will be open in the future.

EFFECT OF SOCIO-ECONOMIC STATUS  
 OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	22	39	32
of Placement	Group II	21	31	9
by Group				

Chi-square: ( $p > .02$ )



Function #22: Consult with teachers about  
specific students who are  
having trouble with  
school work.

EFFECT OF SOCIO-ECONOMIC STATUS  
OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	54	28	11
of Placement	Group II	43	17	1
by Group				

Chi-square: ( $p > .05$ )



Function #25: Advise teachers, administrators,  
and parents about the needs  
of young people.

EFFECT OF SOCIO-ECONOMIC STATUS  
OF PARENT ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	26	35	32
of Placement	Group II	27	26	8
by Group				

Chi-square: (p > .01)





### 3. EFFECT OF PARENTS' AMIBITIONS FOR THEIR CHILD ON PARENTAL CHOICE

Group I: 41 parents with higher ambitions.

Group II: 34 parents with lower ambitions.

Group III: 79 parents with no indicated ambitions.



Function #2: Check up on truants and keep  
track of which students  
are tardy to class.

EFFECT OF PARENTS' AMBITIONS FOR  
THEIR CHILD ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	4	12	25
of Placement	Group II	12	7	15
by Group	Group III	8	25	46

Chi-square: (p > .02)



Function #10: Teach students what's right  
and what's wrong.

EFFECT OF PARENTS' AMBITIONS FOR  
THEIR CHILD ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	10	14	17
of Placement	Group II	15	8	11
by Group	Group III	12	23	44

Chi-square: (p > .02)



Function #15: Learn as much as possible about  
the student's family, in order  
to be able to help the  
student better.

EFFECT OF PARENTS' AMBITIONS FOR  
THEIR CHILD ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	24	11	6
of Placement	Group II	7	21	6
by Group	Group III	35	26	18

Chi-square: (p > .01)





4. EFFECT OF PARENTS' SATISFACTION WITH COUNSELLORS' WORK  
ON PARENTAL CHOICE

Group I: 81 parents who are satisfied.

Group II: 24 parents who are unsatisfied.

Group III: 49 parents who are undecided.



Function #20: Make information available to  
students about the kinds and  
numbers of occupations that  
will be open in the future.

EFFECT OF PARENTS' SATISFACTION WITH  
COUNSELLORS' WORK ON PARENTAL CHOICE

		Position (rank)		
		Top 9	Middle 9	Bottom 9
Frequency	Group I	15	38	28
of Placement	Group II	10	6	8
by Group	Group III	18	26	5

Chi-square: (p > .01)









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